DOCUMENT RESUME

ED 166 736 CS 502 288

AUTHOR King, Sarah Sanderson
TITLE Communication Policy and Planning: Alterrative Perspectives.
PUB DATE [78]
NOTE 20p.; Course Outline prepared at the University of Hawaii

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Communication (Thought Transfer); *Communications; *Course Content; Cultural Factors; Foreign Countries; Higher Education; Information Dissemination; *Information Theory; *Policy Formation; *Technology

ABSTRACT

This syllabus describes a communication course taught at the University of Hawaii. The purposes of the course are: to develop an awareness of alternative perspectives, to examine the ways in which people express themselves through the use of technology, to explore a wide range of cross-cultural research questions in which the problems of communications systems and the individual and social needs of communication can be more fully understood, to consider issues involved in the formulation of a communication ethic, to examine the influence of the new communications technologies on traditional media, to investigate concepts of the free flow of information, and to examine critically samples of communications planning for Canada, Australia, and Hawaii, discussing the feasibility of the stated objectives of each. An outline of the course and an extensive bibliography are included with the syllabus. (TJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166736

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

COMMUNICATION POLICY AND PLANNING: ALTERNATIVE PERSPECTIVES

Sarah Sanderson King
Communication 456
Department of Communication
University of Hawaii

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sarah Sanderson King

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS502288

Course Outline

Communication 456
Sarah Sanderson King
Department of Communication
University of Hawaii

COMMUNICATION POLICY AND PLANNING:

ALTERNATIVE PERSPECTIVES

Texts:

Communication Policy and Planning: Alternative Perspectives, Guided Study Booklet, Honolulu: University of Hawaii, Department of Communication, 1978. (Compiled especially for this course/under a NEH Grant #EN-30585-78-547.) by Sarah Sanderson King

E. F. Schumacher. Small Is Beautiful: Economics as If People Mattered. NY: Perennial Library, 1973.

Syed A. Rahim. Data-Base for Communication Planning. Honolulu: East-West Center Communication Institute, March 1978.

Telecom 2000: An Exploration of the Long-Term Development of Telecommunications in Australia. Melbourne: Australian Telecommunications Commission, 1976.

Outcomes from the Telecom 2000 Report. Melbourne: Australian Telecommunications Commission, 1978.

General Purposes:

1. To develop an awareness that there are alternative perspectives available to individuals, societies, and humankind

2. To examine the ways in which we express ourselves through our use (or abuse) of technology and the ways in which we attempt to satisfy our perceived communication needs

3. To explore a wide range of cross-cultural research questions in which the problems of communication systems and the individual and social needs of communication can be more fully understood

4. To consider issues involved in the formulation of a communication ethic for communication planners

5. To examine the influence of the new communication technologies on traditional media

6. To investigate concepts of free flow of information, examining them in the context of cultural diversity

7. To examine critically samples of planning--Canada, Australia, and Hawaii--discussing the feasibility of the stated objectives of each.

COURSE OUTLINE

I. Introduction to course, communication theory, key concepts, and a critical assessment of alternative models for communication and planning

   A. A model of communication: synthesis and display of societal values in a way that permits (invites) critical assessment

1. Linear model--transfer of information from source to receiver
2. Linear model with feedback loop--transfer of information from source to receiver with possibility for feedback for modification of message to insure better control of information, attitude, skill of receiver
3. Transactional model--sharing, interactive, situation with no set roles of source/receiver (which are interchangeable conditions) and with shared purpose and mutual control

B. Introduction to key concepts, critically explored and clarified as the course progresses--ethics; values; criticism; issues; alternative perspectives; needs; freedom; rights

C. Alternative models of communication policy and planning; from policy sciences participatory paradigms
1. Public policy as defined by Lasswell
2. Modifications of policy model to include systems analysis, operations research, game theory, and general systems analysis
3. Inclusion of "soft" or behavioral systems into the quantitative methods of systems analysis and operations research
4. Participatory interactive paradigms
5. Choice for no organized or recognized policies or planning procedures

D. Exploration of the role of the specialist in clarifying alternatives and defining options for the public

E. Exploration of the role of the citizen in clarifying alternatives and defining options

F. Student Activity: Analysis, assessment and development of models of communication theory, policy, and planning (subject to ongoing evaluation and modification as the course progresses). (Small group activity)

II. Explorations of concepts of and categories for need assessment may provide the basis for a critical analysis of technological developments

A. Analysis of communication as a need
1. Maslow's hierarchy of needs: a basis for discussion
   a. Physiological
   b. Security
   c. Social
   d. Esteem
   e. Self-actualization
2. Maddi and Costa's description of behavior that defines or satisfies the need for communication
   a. Its absence breeds illness
   b. Its presence prevents illness
   c. Its restoration cures illness
   d. Under certain complex free choice situations, it is preferred by the deprived person over other satisfactions
3. Is communication then a physiological need?

B. Modification of Elihu Katz's social and psychological needs that can be satisfied by mass media
1. Information needs--related to strengthening information, knowledge, and understanding
2. Affective needs--related to strengthening aesthetic, pleasurable and emotional exposure

3. Integrative needs--related to strengthening credibility, confidence, stability, and status
4. Association needs--related to strengthening contact with family, friends, and the world
5. Privacy needs--related to escape or tension-release which we define in terms of the weakening contact with self and one's social roles

C. Consideration of the implication of needs assessment for communication planners
1. Provides a continuous interaction between the forecast environment and the life within it
2. Provides a forum for interaction
3. Provides an opportunity for individuals and culture to shape technology

D. Concept of communication rights; exploration and critical discussion
1. Evolving Perspectives
a. Western view
b. Soviet-socialist view
c. Third World view
2. Arguments for and against concept
a. Arguments against adoption of communication rights concept include:
1. concepts based on a particular level of technology
2. often concern protection of particular interest groups
3. developed within value and legal systems of one culture only
b. Arguments of adoption of communication rights concept include:
1. maturing recognition of interdependence of societies and countries
2. places emphasis for communication policy formulation on a balance between all human factors in a society
3. insure that access to services and innovation of response to public needs are not unreasonably retarded by the weight of investment in existing facilities

E. Alternative research tools available for needs assessment
1. Interviews: face-to-face and telephone
2. Surveys via questionnaires
3. Content analysis of public literature
4. Dialogue between planners and users (specialists and public)

F. Student Activity: Development of a needs assessment model for communication policy and planning in Hawaii for possible use later in semester as a pilot study. (Small group activity)

III. Past, Present, and Future--Consideration of cultural approaches and alternative futures in a world of change

A. Examination of general views of man and his relation to society and to communication
1. Traditional Western view of freedom of expression or free flow concept
2. Soviet-socialist view of the importance of society over the individual and national security concept
3. Directed coherent Third World view with concerns for political and social integrity

B. Pros and cons of cultural uniformity and cultural pluralism

1. Cultural uniformity
   a. Westernized man
   b. Global Village and Instant World
   c. Uniformity of needs, desires, and possible loss of identity
2. Cultural pluralism
   a. Ethnic identity
   b. Development of national spirit
   c. Cultural fragmentation and possible alienation

C. Consideration of issues involved in planning when faced with what Alvin Toffler calls a succession of "probable futures," with an array of "possible futures," and a conflict over "preferable futures"
   1. What causes the conflict?
   2. Who determines what is preferable?

D. Student Activity: Select a sample public issue for Hawaii and examine probable, possible, and preferable futures in terms of cultural, ethnic, philosophical, economic, political, and technological considerations. (Individual assignment)

IV. Consideration of issues in and evolution of a communication ethic for communication planners

A. A critical discussion of UNESCO concepts--
   1. Continue to attribute great importance to the elucidation of basic concepts of communication;
   2. Continue to assign high priority to the elaboration of communication policies;
   3. Emphasize the intrinsic relations existing between communication and economic, social, and cultural development;
   4. Recognize that the receivers of messages are active participants in the communication process;
   5. Take due account of the contribution of communication to the self-fulfillment of the individual and the enrichment of the global heritage, and of the requirements that this important role implies;
   6. Reconcile the function of objective information with the communication of values, in a context of diversity of value systems;
   7. Encourage the development of national and international standards concerning:
      a. The principles of freedom of expression and freedom of information;
      b. The right to protection against any abuses in communication that might be detrimental to human dignity and to socio-cultural values;
      c. Respect for the cultural identity of groups and communities; and for the principles which are corollary to its acceptance;
      d. Mutual respect between cultures and reciprocity in the exchange of information both within and between countries;
      e. The use of the mass media for raising the cultural level of the people.
   8. Develop programmes for the exchange of information about structures, policies, and practices in the field of communication, and set up a clearinghouse service on this part of the UNESCO structure;
   9. Promote universal expansion of access to and participation in communication in the most effective way possible;

10. Pay particular attention to future perspectives in the elaboration of communication policies in the context of a new international communications order.

B. Student Activity: Development of a personal and group ethic for communication planning. (Both individual and group activity)

V. An examination and clarification of alternative modes of traditional media and new communication technology (unit utilizing PLATO and PEACESAT)

A. Traditional media as human resources
   1. Puppetry
   2. Folk music and folk dramas
   3. Traveling minstrels
   4. Tom-toms

B. New communication technology as human resources
   1. Hardware
      a. Advanced forms of record transmission
         1. telegraphy
         2. telex
         3. data and facsimile transmission
      b. Entertainment and information media
         1. radio
         2. television
         3. film
         4. print
      c. Interactive communication systems
         1. satellite
         2. computer
         3. two-way cable
      d. Interpersonal
         1. telephone
         2. videophone
         3. citizens band radio, CB
         4. ham radio
   2. Software
      a. Programs applicable for transmission over communication technology
         1. locally produced
         2. imported
      b. Training programs in media usage and repair
      c. Management training

C. Forward into new technological territories--"appropriate technology"
   1. Produced by the masses
   2. Compatible with the ecology
   3. Cognizant of scarce resources
   4. Conducive to decentralization

D. A master check-list of questions to be used in the decisions regarding the introduction of an innovation into a system (from Spicer):
   1. What, if anything, will the introduced trait replace?
   2. What other tools and techniques are likely to be modified as a result of the introduction?

3. What other tools and techniques will have to be modified if the new trait is accepted?
4. For what new tools and techniques is there likely to be a demand as a result of the introduction?
5. Who in the society will have to abandon or change their occupations, if there is replacement? Who will be likely to modify their occupations and who will be given new occupations?
6. Who within the society will benefit immediately from the introduction? Will the benefits be in terms of economic advantage, increased prestige, or what?
7. Who, if anyone, is likely to suffer immediately? In terms of real or fancied threat to economic security? In terms of social status?
8. Will shifts in occupation affect the division of labor between men and women?
9. What are the formal and informal social organizations in which those affected participate?
10. How are these social organizations likely to be affected? Will their power or social position be enhanced or lowered?
11. Is there a possibility of the introduction opening up new forms of cooperation? Of conflict?
12. Do the individuals and group leaders affected understand the nature of the introduction?
13. Who has participated in the planning of the change? Who has not participated?
14. What customs, other than technology, are likely to be affected? Food habits? Relations of young and old? Marriage customs? Ceremonials? Religious beliefs? Major values?
15. Does the change reinforce these customs or conflict with them?
16. What are the attitudes toward the innovator (the field worker) as a person? Toward the ethnic group of which he is a member?
17. What is the recent history of the relations between the introducing group and the people?
18. What is the history of similar introductions to this group?

E. Student Activity: Select an innovation to be introduced into some aspect of Hawaii's multi-ethnic culture and develop considerations regarding the possible cultural acceptance and effects of the innovation on the culture. (Individual activity)

VI. A clarification of issues surrounding the problems of information flow

A. An examination of information flow and man's relation to society
   1. Western view of free flow of information and individual expression
   2. Soviet-socialist view of restriction of flow of information for development of society
   3. Third World view of cultural pluralism

B. Freedom of information and free circulation of social communication can represent possibilities for
   1. A modality of conduct
   2. A rule of conduct
   3. A practice, custom, or style of life

4. A legal principle
5. A constitutional principle

C. An examination of one nation's government, industrial, and academic bodies involved in communication policymaking
   1. Government bodies in the United States
      a. Office of Telecommunications Policy in the Executive Office of the President
      b. Office of Telecommunications in the Department of Commerce
      c. Federal Communications Commission
      d. Committees from both houses of Congress
      e. Office of Technology Assessment
      f. Affiliated agencies such as Federal Trade Commission and Department of Justice
   2. Industrial bodies include
      a. National Association of Broadcasters
      b. National Cable Television Association
      c. Telecommunications Association of America
      d. The National Association of Regulatory Utility Commissions
   3. Academic bodies include
      a. National Association of Educational Broadcasters
      b. Broadcast Education Association
      c. Colleges and universities throughout the country including Annenberg Schools of Communications in Pennsylvania and California
   4. Citizens groups include
      a. PTA concerns with media violence
      b. Action for Children's Television
      c. Citizens groups that actively seek media coverage
   5. A consideration of the effects of communication policymakers on the revision of the Communication Act of 1934

D. Student Activity: Analysis, assessment, and evolution of the imposition of a policy of free flow of information into a Soviet-socialist society and into a Third World society. (Individual activity)

VII. A critical examination of samples of planning and their stated objectives

A. Canada: objectives of Canadian communications policy
   1. Safeguard, enrich and strengthen the cultural, political, social and economic fabric of Canada
   2. Contribute to the flow and exchange of regional and cultural information
   3. Reflect Canadian identity and the diversity of Canadian cultural and social vales
   4. Contribute to the development of national unity
   5. Facilitate the orderly development of telecommunications in Canada, and the provision of efficient and economical systems and services at just and reasonable rates

B. Australia: objectives of Australian communications policy
   1. Identigy future community service needs and recommend Government agreement where necessary to long-term policies, objectives and strategic plans to meet them
   2. To recommend the role of the Australian telecommunications authority in providing the various roles of telecommunications in the years ahead
   3. To prepare the technical framework which will guide development towards the long-term objectives

4. To foster a continuing exchange of views between the Australian telecommunications authority and society about the future development of telecommunication services in Australia

C. Hawaii: objectives of planning for Hawaii's communications policy
   1. Open dialogues between scholars and laymen regarding the specific issues to be addressed in such planning
   2. Build better understanding of the policy implications for Hawaii of the emerging Right to Communicate
   3. Bring together persons from each island with interests in this subject to share ideas and information
   4. Provide a prototype for community dialogue sessions that could be useful for communities elsewhere in the world

D. Final Project of Course: Preparation of final paper or media project regarding future coursing for communication policy and planning, academically or otherwise, or a final paper or media project regarding thoughts and conclusions regarding communication policy and planning.

Student Activities: The student assignments emerge from the critical discussions of key concepts and central issues of concern which are manifested in broad general purposes for the course. Each unit of study progresses towards a clarification of alternative perspectives through an activity which in some cases is defined as a group project and in others as an individual one. The creative efforts of the students will be critically discussed and assessed in class, with the emphasis on the sharing and exploration of alternatives. (Additional assessment of the written documents for each assignment also will be provided.)

1. Analysis, assessment and development of models of communication theory, policy, and planning (subject to ongoing evaluation and modification as the course progresses). Small group activity.

2. Development of needs assessment model for communication policy and planning in Hawaii for possible use later in semester as a pilot study. Small group activity.

3. Select a sample public issue for Hawaii and examine probable, possible, and preferable futures in terms of cultural, ethnic, philosophical, economic, political, and technological considerations. Individual assignment.

4. Development of a personal and group ethic for communications planning. Both individual and group activity.

5. Select an innovation to be introduced into some aspect of Hawaii's multi-ethnic culture and develop considerations regarding the possible cultural acceptance and effects of the innovation on others. Individual activity.

6. Analysis, assessment, and evolution of the imposition of a policy of free flow of information into a Soviet-socialist society and into a Third World society. Individual activity.

7. Final Project of Course: Preparation of final paper or media project regarding future coursing for communication policy and planning, academically or otherwise, or a final paper or media project regarding thoughts and conclusions regarding communication policy and planning. This project is based on a summary of work and analysis completed throughout the course. The paper should range from 5 to 20 pages, be typed and double-spaced, follow regular term paper style, and be submitted in three copies. If media is chosen as the format, a conference with the instructor will be held to determine format requirements.

BIBLIOGRAPHY

Alaska Office of Telecommunications. Alaska/ATS-F: Health/ Education Telecommunications Experiment. Juneau, Alaska, March 1974.

Armstrong, R. Warwick (ed.). Atlas of Hawaii. Honolulu: The University of Hawaii Press, 1973.

Baer, W.S. Cable Television: A Handbook for Decisionmaking. Santa Monica, California: The Rand Corporation, 1973.

Barber, Richard J. and David L. Jones. "Information Needs for Communication Planning in Hawaii," a paper prepared for East-West Communication Institute, Workshop on Information Needs for Communication Planning, Honolulu, Hawaii, October 4-8, 1976.

Barnlund, Dean C. Interpersonal Communication: Survey and Studies. Boston: Houghton-Mifflin Company, 1968.

Barnouw, Erik. The Image Empire: A History of Broadcasting in the United States Since 1953. New York: Oxford University Press, 1970.

_____. Tube of Plenty: The Evolution of American Television. New York: Oxford University Press, 1975.

Bateson, G. Steps to an Ecology of Mind. Westminster, MD: Ballantine, 1975.

Bell, Daniel. The Coming of Post-Industrial Society. New York: Basic Books, 1973.

Bella, David A. Contemporary Technology and Its Limitations. Corvallis, Oregon: Engineering Experiment Station, Oregon State University, February 1977.

Berlo, David K. The Process of Communication: An Introduction to Theory and Practice. New York: Holt, Rinehart and Winston, 1960.

Best, Fred (ed.). The Future of Work. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Blumler, J. and E. Katz (eds.). The Uses of Mass Communication. Beverly Hills: Sage Publications, 1974.

Boorstein, Daniel. The Image: A Guide to Pseudo-Events in America. New York: Harper, 1961.

Boulding, K. The Image. Ann Arbor: University of Michigan, Ann Arbor Paperbacks, 1961.

Canadian Ministry of Communication. Instant World. Ottawa: Information Canada, 1971.

Chaplin, G. and G. Paige (eds.). Hawaii 2000: Continuing Experiment in Participatory Democracy. Honolulu: University Press of Hawaii, 1973.

Cherry, C. World Communication: Threat or Promise. New York: Wiley-Interscience, 1971.

Christakis, Alexander N. "A New Policy Science Paradigm," Futures 6:543-558, December 1973.

Clarke, A.C. Profiles of the Future. New York: Harper and Row, 1973.

_____. Report on Planet Three and Other Speculations. New York: Harper and Row, 1972.

_____. Voices from the Sky. New York: Harper and Row, 1965.

_____. The View From Serendip. New York: Random House, 1977.

Clarke, Peter (ed.) New Models for Mass Communication Research. Beverly Hills: Sage Publications, 1973.

"Communication Policies in UNESCO's Programme," UNESCO, April 1974.

Cousins, Norman. "The Ultimate in Communication," Saturday Review/World, November 30, 1974, pp. 4-5.

Dance, Frank (ed.). Human Communication Theory: Original Essays. New York: Holt, Rinehart and Winston, 1967.

Disch, R. (ed.). The Future of Literacy. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Doig, I. and C. Doig. News: A Consumer's Guide. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Drucker, P.F. The Age of Discontinuity. New York: Harper and Row, 1969.

Edelson, Burton I. "Global Satellite Communications," Scientific American, 236:58-73, February 1977. (Scientific American on reserve)

Fabun, Don. Communications: The Transfer of Meaning. CA: Glencoe Press, 1968.

_____. Telecommunications: One World-Mind. Beverly Hills, CA: Glencoe Press, 1971.

Fasan, E. Relations with Alien Intelligences. Berlin: Berlin Verlag, 1970.

Feinberg, G. The Prometheus Project: Mankind's Search for Long-Range Goals. New York: Doubleday Anchor Books, 1969.

Ferkiss, Victor. The Future of Technological Civilization. New York: George Braziller, 1974.

Fromm, E. The Art of Loving. Scranton, PA: Harper and Row, 1974.

Forrester, J.W. World Dynamics. Cambridge, MA: Wright-Allen Press, 1971.

Friedmann, John and Barclay Hudson. "Knowledge and Action: A Guide to Planning Theory," AIP Journal, January 1974, pp. 2-16.

Fuller, R. Buckminister. "Buckminister Fuller on Cities," The American Way, April 1973, pp. 13-20.

_____. Operating Manual for Spaceship Earth. New York: Pocket Books, 1972.

Gerbner, G. and others (eds.). Communication Technology and Social Policy. New York: Wiley-Interscience, 1973.

Glasser, W. The Identity Society. New York: Harper and Row, 1972.

Global Communications in the Space Age: Toward a New ITU. Report of International Conference sponsored by the John and Mary R. Markle Foundation and the Twentieth Century Fund. New York: John and Mary R. Markle Foundation, 1972.

Goodman, Louis J. "Appropriate Technology Study: Some Background Issues, Examples, and Recommendations," a working paper for AID, April 1976.

Harms, L.S. "Toward a Shared Paradigm for Communication: An Emerging Foundation for the New Communication Policy and Planning Sciences," a paper prepared for the Interntional Conference on Communication Policy and Planning for Development, April 1976.

_____. "Working Paper on Communication in Hawaii--Present and Future: Preparation for Policy and Planning," SSLI/UHM, March 1977.

_____ and Jim Richstad (eds.). Evolving Perspectives on the Right to Communicate. Honolulu: East-West Communication Institute, 1977.

_____, Jim Richsatd, and Kathleen A. Kie. Right to Communicate: Collected Papers. Honolulu, HI: Social Sciences and Linguistic Institute, 1977.

Harrison, Daniel P. Social Forecasting Methodology: Suggestions for Research. New York: Russell Sage Publications, 1976.

Howe, Reuel L. The Miracle of Dialogue. NY: Seabury Press, 1963.

HPT NEWS (Humanities Perspectives on Technology). Bethlehem, PA: Lehigh University, monthly.

Hymes, D. (ed.). Language and Culture in Society. New York: Harper, 1965.

Innis, H.A. The Bias of Communication. Toronto: University of Toronto Press, 1971.

_____. Empire and Communications. Toronto: University of Toronto Press, 1972.

International Telecommunication Union. From Semaphore to Satellite. Geneva: International Telecommunication Union, 1965.

Intrachange, Newsletter, East-West Center, Honolulu.

Kato, Hidetoshi. "Global Instantaneousness and Instant Globalism," Essays in Comparative Popular Culture: Coffee, Comics, and Communication. Honolulu, HI: East-West Communication Institute, December 1975.

King, Sarah Sanderson and Richard A. Sanderson. "Communication and the Futures: An Experiment in Satellite Education," Communication Education, November 1977.

King, Sarah S. Communication and the Futures: Guided Study Booklet. Honolulu, HI: U. of Hawaii Continuing Education, 1975.

Klapper, J. The Effects of Mass Communication. Glencoe, IL: The Free Press, 1955.

Kline, F. Gerald and Philip J. Tichenor (eds.). Current Perspectives in Mass Communication Research. Beverly Hills: Sage Publications, 1972.

Lasswell, Harold D. "The Emerging Conception of the Policy Sciences," Policy Sciences, 1:3-14. 1970.

Lee, John A.R. Towards Realistic Communication Policies: Recent Trends and Ideas Compiled and Analysed. UNESCO: Reports and Papers on Mass Communication, No. 76.

Lerner, Daniel and Wilbur Schramm. Communication and Change in Developing Countries. Honolulu: East-West Center, 1967.

McHale, John. The Future of the Future. NY: George Braziller, 1969.

_____. World Facts and Trends. NY: Collier Books, 1972.

McLuhan, Marshall. Understanding Media. NY: The New American Library, 1964.

Maddox, Brenda. Beyond Babel: New Directions in Communications. NY: Simon and Schuster, 1972.

Martin, Francis. Computer Modeling and Simulation. NY: John Wiley and Sons, 1968.

Martin, James. Future Developments in Telecommunications. Englewood Cliffs, NJ: Prentice-Hall, 1971.

_____. Telecommunications and the Computer. Englewood Cliffs, NJ: Prentice-Hall, 1969.

Matson, F. The Idea of Man. NY: Delacorte, 1976.

Matson, F. and A. Montagu (eds.). The Human Dialogue. NY: Free Press, 1967.

Mead, Margaret. New Lives for Old: Effects of New Communication on Old Cultures in the Pacific. Honolulu: East-West Communication Institute.

Meadows, D.H., et. al. The Limits to Growth. NY: Universe Books, 1972.

Meerloo, Joost A.M. Conversation and Communication. NY: International Universities Press, 1952.

"Meeting of Experts on Contribution to an Ethic of Communication," Paris, France: UNESCO, June 13, 1977.

Merrill, J.C. and R.L. Lowenstein. Media, Messages, and Men. NY: David McKay Co., 1971.

Mody, Bella. Needs Assessment Study (SITE/SSG/REC/0): Satellite Instructional Experiment. Ahmedabad, India, December 1974.

Morley, Robert E., Jr. and Lester F. Eastwood, Jr. Alternative Communication Network Designs for an Operational PLATO IV CAI System. (Report No. CDTCG-R (T) - 75/3). St. Louis, WA: University Center for Development Technology, August 1975.

Morse, Harold E. "Appalachia's Continuing Needs for Satellite Communications," a paper presented at the AIAA Conference on Communication Satellites for Health/Education Applications, Denver, CO, July 1975.

Muller, Herbert J. The Uses of the Future. Bloomington: Indiana University Press, 1974.

Mumford, Lewis. The Pentagon of Power. New York: Harcourt Brace Jovanovich, 1970.

NASA. Communications Experiments Guide, Communications Technology Satellite, Washington, D.C., 1972.

Newcomb, Horace (ed.). Television: The Critical View. NY: Oxford University Press, 1976.

_____. TV: The Most Popular Art. NY: Doubleday Anchor Books, 1974.

Newsletter on Science, Technology and Human Values. MA: Harvard University.

Ploman, Edward. A Guide to Satellite Communication. UNESCO, Reports and Papers on Mass Communication, No. 66, 1972.

Polcyn, Kenneth A. An Educator's Guide to Communication Satellite Technology. Washington, D.C.: Andromeda Books, April 1975.

Pool, Ithiel de Sola. "The Rise of Communication Policy Research," Journal of Communication, Spring 1974.

_____ and W. Schramm (eds.). Handbook of Communication. Chicago: Rand McNally, 1975.

Proposal for a Program in Appropriate Technology (revised), Agency for International Development. Washington: U.S. Government Printing Office, 1977.

Pye, L.W. (ed.). Communications and Political Development. Princeton: Princeton University Press, 1963.

Rahim, Syed A. Communication Policy and Planning for Development: An Annotated Bibliography. Honolulu: East-West Communication Institute, 1976.

Richstad, Jim. New Perspectives in International Communication. Honolulu: East-West Communication Institute, 1977.

Robertson, Thomas S. Innovative Behavior and Communication. NY: Holt, Rinehart and Winston, Inc., 1971.

Rogers, Everett and Floyd Shoemaker. Communication of Innovations: A Cross-Cultural Approach. NY: Free Press, 1971

Ruben, Brent (ed.). Communication Yearbook I. NJ: Transaction Books, 1977.

Sagan, Carl (ed.). Communication with Extraterrestrial Intelligence (CETI). Cambridge, MA: The M.I.T. Press, 1973.

_____. The Cosmic Connection: An Extraterrestrial Perspective. NY: Doubleday Anchor Press, 1973.

Sagasti, Francisco R. "A Conceptual 'Systems' Framework for the Study of Planning Theory," Technological Forecast, 1973.

Sanderson, Richard A. A Historical Study of the Development of American Motion Picture Content and Techniques Prior to 1904. Arno Press, 1977.

Schramm, Wilbur. Communication Satellite for Education, Science, and Culture. UNESCO, Reports and Papers on Mass Communication, 1968.

_____. Mass Media and National Development. CA: Stanford University Press, 1964.

_____. The Process and Effects of Mass Communications. Urbana: The University of Illinois Press, 1955.

_____ (ed.). The Science of Human Communication. NY: Basic Books, 1963.

Scribner, Richard A. and Frances Zorn. Science and Social Issues: Stimulating Discussion and Involvement. Washington: American Association for the Advancement of Science, 1976.

STPP NEWS (Science, Technology and Public Policy). IN: Purdue University.

Singer, Benjamin D. Feedback and Society: A Study of the Uses of Mass Channels for Coping. MA: Lexington Books, 1973.

Smith, Alfred (ed.). Communication and Culture: Readings in the Codes of Human Interaction. NY: Holt, Rinehart and Winston, 1966.

Smith, R.L. The Wired Nation. NY: Harper and Row, 1972.

Spicer, Edward H. Human Problems in Technological Change. NY: Russell Sage Foundation, 1952.

Sommerlad, E. Lloyd. National Communication Systems: Some Policy Issues and Options. Honolulu: East-West Communication Institute, 1975.

State of Hawaii Department of Planning and Economic Development. The State of Hawaii Data Book 1974. Honolulu: DPED Information Office, 1974.

Systems Analysis and Operations Research: A Tool for Policy and Planning for Developing Countries. Washington, D.C.: National Academy of Sciences, 1976.

Szalai, A. The United Nations and the News Media. NY: United Nations Institute for Training and Research (UNITAR), 1972.

Television as a Cultural Force: New Approaches to TV Criticism. NY: Praeger Publishers, Aspen Institute for Humanistic Studies, 1976.

Television as a Social Force: New Approaches to TV Criticism. NY: Praeger Publishers, Aspen Institute for Humanistic Studies, 1976.

Theobald, R. and J.M. Scott. TEG's 1994: An Anticipation of the Near Future. Chicago: The Swallow Press, 1972.

Toffler, A. (ed.). The Futurists. NY: Random House, 1972.

_____. Future Shock. NY: Bantam, 1970.

Townsend, G.R. and J.O. Marlowe. Cable: A New Spectrum of Communication. Spectrum Communications, 1974.

Tuchman, G. The TV Establishment. Englewood Cliffs, NJ: Prentice-Hall, 1974.

UNESCO. Communication Policies in the Federal Republic of Germany. Paris: Unesco Press, 1974.

_____. Communication Policies in Hungary.

_____. Communication Policies in Ireland.

_____. Communication Policies in Sweden.

_____. Communication Policies in Brazil. Paris: Unesco Press, 1975.

_____. Communication Policies in Yugoslavia. Paris: Unesco Press, 1976.

Wallenstein, Gerd D. International Telecommunication Agreements. NY: Oceana Publications, Inc., 1976.

_____. "Inter-Human Aspects of Telecommunications," pp. 25-1 to 25-5.

_____. "Sound and Image in Interactive Telecommunication," Systems Thinking and Quality of Life: Proceedings of the 1975 Annual Meeting of the SGSR.

Wiener, Norbert. Cybernetics. NY: John Wiley and Sons, 1948.

_____. The Human Use of Human Beings. NY: Doubleday Anchor Books, 1950.

Woods, John L. "Planned Development and Transfer of Technology," Working Paper, UNDP-DSCS, Bangkok, Thailand, January 1977.